

SECURITY CHALLENGES AND UNIVERSITY SYSTEM IN NIGERIA

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"The responsibility of the intellectual is to tell the truth and expose lies." — Noam Chomsky, [The New York Review of Books](#), February 23, 1967

Introduction

The political, economic and social systems of a country create the conditions for security and insecurity. Security is a first-order or necessary precondition for the development of human beings and society. Therefore, security is the most basic need of human beings and societies. Recognizing the significance of security as the precondition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that *"the security and welfare of the people shall be the primary purpose of government"*. The duty conferred on the government by this provision has not been substantially and substantively discharged as the prevailing high level of human insecurity in the country demonstrates. According to Wulf, the "state's most basic function is ensuring security by exercising the monopoly of force. This entails the protection of human rights, from physical threats and violence within the state's territory"¹. If a government is unable to guarantee and promote the security and welfare of citizens and their property, it loses legitimacy and its ability to demand and command obedience from the citizens is significantly weakened.

Security, economic development and democracy are intertwined. Broadly, security can be conceived as the absence of threats to (a) the sovereign powers and territorial integrity of a nation; (b) the capability of a country's government; (c) safety of the person and property of citizens, and (d) freedom of citizens from oppressive rule, economic exploitation, discrimination and exclusion, diseases, homelessness, starvation, ignorance and illiteracy, environmental degradation and all other forms of structural

¹Wulf, H. 2006. *Good Governance Beyond Borders: Creating a Multi-level Public Monopoly of Legitimate Force*. Occasional Paper - №10. Geneva Centre for the Democratic Control of Armed Forces (DCAF), p.9

and criminal violence. Security is both a means and the end, with intrinsic value. Like every goal, the attainment of national security involves several institutional and organisational processes and activities as well as individual efforts that are governed by norms and compliance with them.

This presentation examines the sources and consequences of insecurity in the Nigerian university system. Insecurity and dysfunctional tertiary education in Nigeria are predictable consequences of the country's vicious and predatory socio-political and economic structures and relations.

What is security?

Security is a contested term and practice. There are two perspectives on the ontology of security. Is there such a thing as security? Some argue that the term depicts a reality, a feeling and a condition. However, some argue that security is a label attached to a condition that someone considers undesirable. In this context, security is invoked by powerful groups to attract consensus over a course of action. The term securitization is used to refer to this construction of security by the powerful. Securitization turns economic, social and political contestations into security problem so that the government may employ its repressive apparatuses to control them. According to this perspective, securitization begets securocrats - that is professionals who construct socioeconomic and political problems as security problems. Security practice raises the questions of security from whom and what?

The term security is used in different ways in different contexts. Security may be conceived as protection from danger, violence, fear, and want that impair, or capable of impairing the full development and existential wellbeing of citizens. Security implies the absence of fear and want. Until recently, security was conceived in both academic literature and government policies in narrow and state-centric terms as the protection of a nation from foreign aggression and internal insurrection. As a result, the armed forces, police and intelligence agencies were seen as the primary tools for preserving national sovereignty against foreign aggression and defending domestic regime and government. This narrow and state-centric conception of security has become anachronistic.

Since the 1980s, the conceptions of security and contingent laws, policies and decisions have been widened. There are objective and subjective dimensions of security. The objective dimension is the extent of security or insecurity of individuals, families, communities, classes, societies, nations and humanity. Subjective dimension of security pertain to feeling of security or insecurity by individuals, groups and nations. Both dimensions are interrelated.

Dimensions of insecurity

Insecurity can also be classified into several dimensions. The most significant dimensions are:

- a. Physical insecurity – violent personal and property crimes,
- b. Public insecurity - violent conflicts, insurgency and terrorism
- c. Economic insecurity – poverty, unemployment,
- d. Social insecurity - illiteracy, ignorance, diseases or illnesses, malnutrition; water borne diseases, discrimination and exclusion,
- e. Human rights violations - denial of fundamental rights by state and non-state actors in different states,
- f. Political insecurity – denial of good and social democratic governance

These dimensions of security are interwoven and cannot be treated in strict isolation. Kofi Anan (1998: 13) argued that:

Today we know that “security” means far more than the absence of conflict. We know that lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundations of injustice. These pillars of what we now understand as the people-centered concept of human security are interrelated and mutually reinforcing.²

² Kofi Anan. 1998. “The causes of Conflicts and the Promotion of Democratic peace and Sustainable Development in Africa”. Report of the UN Secretary-General to the Security Council. New York: UN Department of Public Affairs.

The UNDP Report (1994) categorized human security into seven components: economic, food, health, environmental, personal, community and political. Insecurity extends beyond threats to life and property. These dimensions of security constitute the core governance functions and challenges of national, regional and urban governments or administrations. The UN Commission on Human Security (2003) suggested that human security means protection and empowerment of citizens. Protection shields people from dangers while empowerment enables people to develop their potential and become full participants in decision-making.

Value of education

Education and security can influence each other positively or negatively depending on the contexts. Education enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. It empowers individuals and liberates citizens from ignorance, prejudice, bias, superstition, and manipulation by people who claim to have superior knowledge. An educated person has a broad view of issues instead of narrow and parochial outlook. He/she is tolerant of other people's religion, belief, culture and limitations and promotes social harmony and security.

Education serves intrinsic and instrumental purposes. Some of these purposes have been outlined by several scholars and analysts like Malcolm Forbes; Robert M. Hutchins; Robert Frost; and Martin Luther King Jr.³. According to Malcolm Forbes, the purpose of education is 'to unsettle' the minds of students," widen their horizons, inflame their intellects, teach them to think straight, if possible". According to Robert Frost, "Education is the ability to listen to almost anything without losing your temper or your self-confidence". Education liberates individuals from ignorance, falsehood and superstition. Martin Luther King Jr. the late great African-American civil rights movement leader, observed that "Education must enable one to sift and weigh evidence, to discern the truth from false, the real from the unreal, and the facts from the fiction". Education produces and enhances knowledge, skills, productivity, governance, civility and status in society. Knowledge produced and acquired through education is the most vital and sustainable basis of national development and security.

³ Melissa Kelly Education Quotes: Thoughts about education. www.712educators.about.com

Education and security Nexus

In ideal and well governed state, there is a symbiotic relationship between education and security. Insecurity undermines education and absence or poor quality education for citizens constitute a constraint on capacity for sustainable security in multifaceted dimensions encapsulated in human security framework. In the United States, an education-military complex complements military-industrial complex. In a sense, the development and security architecture of the United States of America consists of a governance system with four pillars – capital, education, military and industrial complexes. What roles can education play in promoting security? How can security advance the educational system of a country? These two questions are briefly addressed in this section.

How can education promote security? Many conflicts arise from ignorance and manipulation of ethnic and religious identity. Education, not mere schooling, produce tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities.

Most people arrested for criminal behaviours lack high education which often influence their criminality; their vulnerability to living conditions that subject them to intensive surveillance; their inability to avoid detection, arrest, trial and conviction. Paradoxically, persons with low education and income are more likely to be victims of crime and other forms of insecurity. Low education often translate to absence of competitive skill, adequate income, exclusion from participation in vital economic, political and social organisations and relations; lack of access to adequate food and nutrition, housing, health care and efficient public emergency and safety services – all of which are elements of human security. Children with low education are more likely to be recruited as thugs, insurgents and terrorists through indoctrination. Lack of education therefore is itself insecurity and is a source of vulnerability to other forms of insecurity.

A country with poor standard of education as is the case in contemporary Nigeria will lack citizens that can produce or manage competencies and resources required for developing and sustaining relevant and strong or capable institutions and leaders for development, democratic governance and national security.

Development and mismanagement of university education in Nigeria

The Western-type formal educational system was introduced in Nigeria by Christian Missionaries and colonial authorities in the nineteenth century. It was primarily aimed at equipping individuals with varying levels of competence in literacy and numeracy that were required for the promotion of the interests of the Missionaries and the colonialists. It had residual benefits for the indigenous peoples. It provided knowledge and skills that improved health, productivity and opportunities for employment in colonial, mission and commercial organisations.

Tertiary education in Nigeria consists of the universities, polytechnics, colleges of education and different post-secondary professional training institutions. The University of Ibadan, which was established in 1948 as a College of the University of London, admitted students from different parts of the country. After independence, the three regional governments established universities to provide tertiary level of education. They provided adequate fund for facilities and recruitment of staff from all over the globe, thereby developing a cosmopolitan and internationally competitive tertiary educational institutions. Sadly, these achievements of the Nigerian universities in the country between 1950 and early 1980s have been eroded by factors that are internal and external to the system.

The Nigerian university system is currently plagued by several problems that hinder it from serving expected roles in promoting national security and development. Some of the factors that have negatively impacted on university education in the country include:

1. anti-intellectual attitudes and policies of military regimes toward education generally and the university level in particular led to the introduction of some policies since 1976 that led to systematic erosion of the value, standard and impact of education at all levels in the country:

2. inadequate allocation and inefficient management of resources for effective teaching, learning, research, publication and community service;
3. erosion of the autonomy of the decision-making structures within the education sector by government, supervisory ministries and agencies and the principal officers of the educational institutions;
4. absence of vertical and horizontal oversight and accountability within and across the education sector, resulting in poor oversight of admission policies and capacity as well as admission and employment in flagrant violations of the constitution and federal character policy, thereby turning universities into enclaves of ethnic and religious groups instead of universal and globally competitive centres of learning, research and scholarship;
5. politics and emphasis on the appointment of indigenes as vice-chancellors and other principal officers above the criteria of merit, integrity, and academic excellence;
6. centralization of of curricula design by the NUC under the guise of developing benchmarks, quality assurance and accreditation resulting in erosion of academic autonomy of departments; Recently, the NUC prescribed a minimum of two years duration for a master degree in Nigerian universities, at a time when most European countries, especially the United Kingdom now offer master degrees lasting 9 or 12 months. This can only worsen the exodus of a high proportion of Nigerians to those countries, thereby draining the economy. These are instances of dysfunctional intervention and erosion of the autonomy of the universities;
7. inadequately equipped students enrolled at successive stages of education with cumulative impact on poor quality of teachers at primary, secondary and tertiary levels, and students in tertiary education
8. Appointment and promotion of staff as well as admission and assessment of students at the tertiary levels, especially the public universities, are heavily tainted by corruption, nepotism and egregious discrimination in favour of indigenes of states in which universities are located, beyond and in violation of prescribed guidelines. The violation is perpetrated with impunity because JAMB officers are either complicit or ineffective. Discriminations like this create

- disaffection towards the country by their victims, with implications for national solidarity and security;
9. Absence of effective oversight of incompetent and unaccountable management officials and organs (principal officers, Senate, A&PC; committees, faculty and departments boards and heads) due to weak oversight and primordial considerations;
 10. impunity, flagrant violations of the university laws and rules; exercise of arbitrary powers and usurpation of powers of statutory committees and boards by university principal officers, especially the vice-chancellors;
 11. Non-adherence to policy guidelines such as admission quota for each programme resulting in excessive admissions and burden on infrastructure and personnel that erode quality and professionalism – JAMB and NUC appear incapable or unwilling to exercise their oversight functions in this respect;
 12. Academic incest – pervasive in-breeding of lecturers, a very high proportion of the university lecturers are former graduates and from the local communities, with little exposure to national and global academic culture and standards. This resulted from two major reasons. The first reason is inadequate funding from the government and inappropriate management of available fund by university authorities for staff training at the graduate level. Second, many universities without appropriately qualified staff and facilities insist on running Master and Doctorate degrees for their staff thereby producing low quality staffs that perpetuate incompetence and indiscipline among staff and students. Some federal universities recruit within their location and do not bother to advertise vacancies for competitive recruitment;
 13. Loss of universalistic and cosmopolitan character of the university in terms of staff recruitment and student admission due to poor funding and inappropriate policies and practices, and poor conditions of service;
 14. Poor conditions of service in relation to remuneration, research facilities and opportunities; conference attendance in Nigeria and overseas; training of junior academic staff, access to information technology, etc.
 15. Lack of professionalism in the work of many lecturers; inappropriate financial and sexual relationships between students and lecturers;

16. Proliferation of ethnic and religious groups among staff and students of universities on the campuses;
17. Coercion of lecturers to award undeserved grades by persons in authority and students in cults
18. Plagiarism by lecturers and students; falsification of research activities, data and findings by lecturers and students in tertiary educational institutions;
19. Emerging cartel (operating within and outside Nigeria) publishing poor quality articles in online journals on the basis of pay and publish - sometimes with heavy dose of plagiarism due to absence or lack of proper peer review. Such journals bear titles prefixed with the names of foreign countries or the word 'international' and 'global' journal;
20. Awards of grades and class of degrees that are incongruent with knowledge and performance of students, especially by private universities, as marketing strategies to attract students;

These conditions are just a sample of factors that erode the standard, competitiveness, and integrity of the Nigerian education system, and its capacity to contribute to the development and security of Nigeria. In many instances, the problems identified above trigger or aggravate insecurity and low human capital development. The institutionalisation of the foregoing culture and crisis of university education and scholarship resulted from a general lack of understanding of the significant role of education in national development and security.

The crisis in the Nigerian education system has many consequences, including decline of quality of education, erosion of professional and ethical behaviours, and failure to be a critical promoter of security and development in the country. In many instances, the university system has been a major source of threat to national integration and security due to its dysfunctional management and operations. Some of the key consequences of the crisis in the university system are:

1. Decline of quality of education associated erosion of integrity; high failure rates; lack of skilled persons required for driving the economic, social and political development of the country and the decline in international competitiveness of Nigerian education. Many Nigerians educate their children from kindergarten to the university levels in Europe, North America and Asia. Some of the negative

effects of this trend are drain on Nigeria's resources and diminished patriotism and national pride;

2. Education is expected to inculcate ethical conduct in scholars and students in order to create noble character like excellence, tolerance, incorruptibility, fairness and justice, hard-work, nationalism and patriotism. Due to the erosion of professional ethics and integrity in the country's educational system, the operators and products of the system lack these qualities and instead acquire and internalize vices (corruption, nepotism, mediocrity, discrimination, ethno-religious intolerance and violence, incompetence, political fraud and violence, etc.) with attendant negative consequences on the development, unity and security of the country.

These two conditions constitute threats to the development and security of the country.

Contemporary security challenges in Nigeria

Security challenges in Contemporary

Nigeria is currently plagued by different forms of insecurity that need to be tackled in order to promote and protect human security and development as well as national integration, security and development. Some of the major security challenges are:

1. Widespread problem of corruption that affect the ability of the country and her citizens to enjoy personal security and development
2. Widespread cases of violent crimes, especially armed robbery and kidnapping
3. Widespread incidence of ethnic and religious violence and terrorism across the country
4. Widespread conflict between Fulani herdsmen and farmers resulting in frequent killings, destruction of villages and settlements, and internal displacement of victims in different parts of the country
5. Political and election related violence
6. Destruction of critical infrastructure (vandalization of oils and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire, etc.) by individual criminals, ethno-religious militias, and criminal groups
7. Theft of critical national resources such as illegal mining, illegal bunkering;

8. Significant level of transnational crimes – trafficking in persons, drugs, and arms as well as money laundering, cybercrimes, smuggling of goods and evasion of import duties.

Sources of insecurity challenges

Security challenges in the country arose from the actions and inactions, complicity of individuals, groups and the government. Sources of insecurity in the country include:

1. Undue emphasis on acquisition of wealth and power without giving corresponding weight to self-discipline, integrity, hard work and accountability gave rise to widespread corruption and fraud, armed and violent crimes to acquire wealth and political power, competition and violent conflicts among religious and ethnic groups over the control of government at various levels as the means for corrupt enrichment and nepotism
2. Lack of political will by government agencies and officials who have responsibility to develop and implement plan to deal with criminality, violent ethno-religious conflicts, corruption, illegal mining and illegal oil bunkering, and other forms of insecurity
3. Lack of political will led to failure to maintain professional, well-equipped, effective and accountable security agencies to prevent or control the country's security challenges during their evolution
4. Culture of impunity was entrenched as political and economic wrong doers are not apprehended and dealt with appropriately
5. Proliferation of ethnic militias involved in spreading ethnic intolerance, hatred, violence and xenophobia
6. Proliferation of religious sects involved in spreading religious intolerance and violence
7. Proliferation of illegal arms and ammunition
8. Progressive decline in the quality of governance at all levels (federal, state and local government) since the late 1970s led to lack of patriotism, professionalism, justice, capacity and effectiveness in planning, decision-making, and service delivery by all tiers of government
9. Widespread poverty over the past three decades since early 1980s

10. Persistent high rate of youth unemployment and diminishing opportunities coupled with growing disillusionment with the country led to increasing recruitment and involvement of young persons in economic-related crimes such as cybercrimes, kidnapping, robbery, ethno-religious conflicts, insurgency and terrorism
11. Culture of violent and fraudulent elections that produce incompetent, corrupt, unaccountable and non-responsive government that rule without legitimacy but impunity encourage violent reactions from citizens, including formation of ethnic and religious militias as well as organized criminal groups
12. Manipulation and co-optation of religion and ethnicity into the perpetration and perpetuation of bad governance, corrupt political and electoral process and outcomes

Vulnerability of universities to insecurity

The primary tasks of universities are production, transmission and dissemination of knowledge through research, disciplined contemplation, teaching and publication. Globally, universities are vulnerable to diverse forms of insecurity, including the following:

1. Norm of academic freedom makes university a conducive environment for fringe or extremist groups, sanctuary for extremists,
2. Recruitment and resource mobilization by terrorist and extremist movements
3. Heterogeneity of population and norm of tolerance in universities allows for the expression and promotion of extremist religious, political and social ideologies
4. Concentration of youth population in a small space promotes rapid dissemination of ideas and opinions, including extremist ideas
5. Target for recruitment by religious, political and social movements
6. Recruitment of staff and students for espionage by foreign countries
7. Theft of intellectual property, controlled substances including security-related research outputs, chemicals and technologies that may be used for mass destruction

Sources of insecurity in Nigerian public universities

In addition to vulnerabilities to insecurity experienced by universities world-wide, Nigerian universities are vulnerable to insecurity from the following factors:

1. Widespread insecurity in the society, including political and ethno-religious violence; in many cases, university lecturers provide ideological justifications for violence by and among their ethnic groups;
2. Decline in intellectual discourse and commitment led to the widespread activities of uncivil ethnic, religious and cult groups on the campuses through which conflicts and violence are perpetrated;
3. Decline in the quality of hostels facilities, administration and relationships foster indiscipline and involvement of students in deviant and criminal conducts
4. Off- residence by majority of the students facilitates easy infiltration of campuses by criminals and extremists to perpetrate crimes and terrorist attacks, indoctrinate and recruit students and staffs
5. Erosion of virtues of honesty, trustworthiness, industry and excellence and the increasing emphasis on vices of corruption and acquisition of wealth through crime influence the attitudes and behaviours of students resulting in the involvement and arrests of university students for robbery, trafficking in arms and drugs, cyber crimes, and cult violence
6. Preponderance of admission of students through influence peddling, corruption, racketeering and primordial considerations rather than merit resulted in majority of students lacking the necessary discipline, capacity and motivation for diligent study in the university and turning to crime and cult
7. Rising tide of ethnic and religious bigotry in society that undermines fairness, scholarship, harmony, productivity, accountability, discipline and effective administration on the campuses causes conflicts
8. Excessive admission and overcrowding of lecture rooms, libraries and hostels engender grievances and conflicts
9. Frequent increases and multiple levies without adequate consultation and corresponding services by the universities
10. Extreme pressure on staffs and students to conclude lectures, grade papers and release result in spite of requisite quantity and quality of lecturers, classrooms, offices, library spaces, relevant journals and books, internet services, office

equipment and stationery and electricity supply fuel hostility among staff and between academic staff union and university administration

11. Ineffective security services on the campuses
12. Violent and non-violent disruption of activities by student and staff unions, often compounded by impunity and absence of efficient, accountable and responsive university management;
13. Academic incest – excessive recruitment of former students and their family members undermine quality, innovation, discipline and create a system of patronage that fuel conflict
14. Failure of university administration to promptly, transparently and seriously address grievances by staffs and students unions
15. Ethnic and religious intolerance and violence compounded by nepotism and other primordial considerations by university administration in recruitment, appointment and promotion, student admissions, and discipline of staff and students;
16. Proliferation of ethnic and religious associations and cults on the campuses without effective security surveillance and control foster inter-group conflict
17. Failure of university administration to promptly, transparently and seriously address grievances by staffs and students unions
18. Usurpation of the powers of the statutory organs of the university by non-statutory committees and appointed officials at various levels resulting in arbitrary and autocratic decisions

External sources of insecurity in Nigerian universities

Security and insecurity in Nigerian universities are influenced by several external factors, especially the political, economic and social conditions. Some of the prominent external trigger of conflicts and insecurity in the country's university system are:

1. Absence of good governance culture causes impunity - including government failures to respect agreements with staff unions, adequately fund education, ensure effective oversight of the finances, policies, decisions and performances of universities - which is responsible for conflict-generation environment and disruptive actions in the education sector

2. Inconsistency in education policies and ineffective oversight of university system by relevant regulatory agencies
3. Widespread criminal victimization in society as a source of wealth influence the attitudes and behaviours of students and staff on campus
4. High incidence and prevalence rates of ethnic, religious and political violence in the country found expression and legitimation within the university system
5. Influence of violent ethnic, religious and political entrepreneurs over the government, political and economic institutions and officials has affected the university system. Many corrupt politicians and violent political and ethno-religious merchants use their influence in government to install their cronies as vice-chancellors, who in turn administer the university as their estate or the estate of their godfather, ethnic and religious groups and thereby engender intolerance and incivilities within the system
6. High youth population excluded from effective participation in the economic, political and socio-cultural sectors of society resulting in the adoption of criminal values and vocation by students
7. Undue interference in the autonomy and affairs of the institution by external supervisory or oversight bodies
8. Promotion of ethno-religious and political interests on campuses by external influential persons and groups resulting in inter-group rivalry, conflicts and violence
9. Connivance between groups within and outside of the campuses to influence decisions pertaining to the appointment of principal officers, employment of staff and admissions of students

Impact of insecurity on university education in Nigeria

Nigerian universities frequently record incidences of crime, conflict and violence. Some of the consequences of insecurity on campuses, in recent times are:

1. Attack leading to death and injury – terrorist attack during Sunday Christian Service in Bayero University, Kano where several students and lecturers were killed and injured; mass killings of students were also recorded in Borno, Yobe, Adamawa and several other states

2. Kidnapping of students - in April 2014 over 250 female students were kidnapped by terrorists and 219 of them were still being held by August 2015;
3. Destruction of infrastructure and disruption of activities in universities by staff and students on demonstration;
4. Disruption of effective learning, teaching, research and administration by terrorists;
5. Declining quality of education due to closure of school, displacement and shortage of teachers - Many lecturers left the University of Maiduguri because of Boko Haram insurgency and some important academic and administrative activities, including defence of theses are sometimes moved to its Abuja Liaison Office;
6. Disruptions of academic administration by demonstrations and strikes by staffs and students unions, often as a result of absence of effective and responsive dispute resolution mechanisms;
7. Inability to attract qualified from within and outside Nigeria, due to fear of crime and violence on campuses and in the country;
8. Interrupted and shortened school year due to riots on campus and community. Many staff and students were killed or injured during various violent conflicts and terrorist attacks between 2001 and 2015;
9. Gender inequality due to withdrawal or non-enrolment of females or recruitment of males as combatant by government forces or rebel and terrorist groups;
10. Decline in enrolment in areas engulfed by insecurity - violent conflicts, insurgency and terrorism in Northern parts of the country, and violent crimes in several states in the country - which may cause or aggravate educational inequality between communities within and outside conflict zones;

Universities contribute to national security and development:

Collaboration between universities in the USA and several European and Asian countries is a critical source of their military might and capability to defend their countries and promote social, economic and other dimensions of security. Such collaboration is rare in Nigeria. Universities and their staff contribute to national development and security through the following relationships and activities:

1. Universities have staffs whose expertise are applied toward enhancing national security and development
2. Researches in science, technology and social sciences generate findings that improve military technology, organisation and deployment; surveillance, crime prevention and investigation.
3. Universities produce qualified personnel for security agencies to recruit as personnel and consultants
4. Education produces appreciation and respect for humane values, and develops capability for critical thinking and analyses that minimize threat to security

Universities are threats to national security and development

Globally, dysfunctional administration and activities in the universities can constitute threats to national security and national development. Examples of such decisions and practices are:

1. Nigerian universities are significantly dysfunctional because they were left to decline in values, effectiveness and relevance to the development and security needs and aspirations of the country.
2. Many universities in the country serve more as sanctuary for political, ethnic and religious miscreants, many of who are at the helms of affairs, and whose decisions and conducts threaten national unity, security and development.
3. Ineffective and dysfunctional universities are drains on the resources of a country and waste of the potentials of young people and staff
4. Dysfunctional universities harbour staff and students aggravate the divisions, injustice and violence in society by rationalizing and promoting them
5. Dysfunctional universities accommodate persons with extremist and intolerant political and religious ideologies, criminal values and vocation
6. Dysfunctional universities hinder the resolution of security and development problems through the production of poor quality students, research and services

Reforming the Nigerian University System

Low academic standards, inefficient and unaccountable administration, widespread indiscipline and misconducts that erode traditional values, processes and practices undermine the ability of the universities to contribute to knowledge, policies, decisions

and actions that aid development and security of the country and global competitiveness. Nigerian university system needs to contribute to the security and development of Nigeria. To enable it make significant contribution to national development, solidarity and security, the following reforms and measures are required and recommended:

1. Functional tertiary education, especially, universities grounded in the universal values, standards, and goals will make critical contributions to the solution of the country's security objectives and challenges.
2. Universities should observe traditional values of universities – relevance, responsiveness, cosmopolitanism, excellence, academic freedom, collegiality, humility, trustworthiness and unrelenting search for improved dignity to humanity
3. Relevant, functional and globally competitive education system paying particular to attention to improving quality of education at the primary and secondary school levels as input into tertiary education should be developed and sustained by the governments at all levels
4. Introduce a post-secondary practical oriented technical and vocational education lasting between 6 and 18 months to absorb secondary into critical competencies required for national security and economic development
5. University curricula and researches should reflect national development and security needs and aspirations while satisfying the highest global standards
6. Drastic reduction in class sizes to ensure quality and appropriate learning and teaching environment. University undergraduate classes in science and technology should be pegged at 50-60 students, and classes in arts, humanities and social sciences should be pegged in 80-100 students;
7. Oversight agencies for education institutions at all levels should be reorganized for efficiency and prevention of impunity in relation to the violations of national constitutional provisions and educational policies by school and university authorities
8. Collaboration between the universities and security agencies in the areas of information sharing, training and research should be strengthened;

9. Universities should establish and maintain efficient security services and infrastructure on their campuses and promote effective collaboration between campus security officials and the security agencies in their communities;

Promoting security in Nigeria

There can be no security and safety in the universities in the midst of insecurity and instability in the country. Insecurity in Nigeria has social, political and economic dimensions. The following recommendations are proposed for improving security in the country.

1. Value-driven governance is necessary. The values embodied in social democracy which is rooted in a careful balance of central economic planning by the government and free enterprise to ensure citizens' personal wellbeing as well as citizen and national, economic, social and political security should be adopted and efficiently implemented. Much of the values are already enshrined in chapter two of the Constitution. Although the Constitution prescribed the Chapter as the duty of any Nigerian government and official, it has consistently been flouted with impunity. National political, social and economic planning should be guided by chapter two of the Constitution. Its content should be well publicised for the enlightenment of citizens to enable them demand compliance with them.
2. Social movements and civic organisations in the country should embark on effective non-violent popular struggles to ensure the institutionalization of democratic and good governance culture, including non-violent approach to expression of grievances;
3. Through an inclusive democratic process, the government should articulate and institutionalize national values and interests that promote right conduct, discipline, peace, social and economic justice, human and community welfare; national social cohesion, security and development;
4. Productive, dynamic, self-reliant, resilient, competitive and just economic system with vibrant industrial, agricultural, commercial, financial and service sectors should be developed in order to generate resources to expand socio-economic opportunities and minimise poverty, inequality and identity-based social exclusion

5. Public institutions should be strengthened to enable them drive development, deliver effective services on equitable basis, enforce the rule of law and administer criminal justice
6. Laws and sanctions for corruption and impunity should be reviewed to ensure effective prevention mechanisms and efficient system of detection, investigation, prosecution and execution of sanctions to deter the twin potent vices that have undermined development and security in the country
7. Robust and knowledge driven national security policy and strategy should be developed and implemented
8. Laws and policies appropriate in a democratic society for managing state-religion relations to guarantee fundamental civil, political, economic and socio-cultural of every citizen should be developed and efficiently enforced

Concluding statement

A country's university system is a cardinal foundation and driver of its development and security. The university is a universal community of intellectuals and not sanctuary or habitation for parochial, prejudiced and bigoted monsters parading themselves as scholars and administrators. The university is the fountain and habitat of intellectuals – “those individuals who are involved in the analysis of problems of politics, values, aesthetics and the human conditions in general, and who disseminates their scholarly analyses through various media”⁴. According to Said, “the intellectual is not to consolidate authority, but to understand, interpret, and question it ... The intellectual vocation essentially is somehow to alleviate human suffering and not to celebrate what in effect does not need celebrating, whether that's the state or the patria or any of these basically triumphalist agents in society”(Said 2000: 502-503)⁵.

It is my sincere wish that the University of Jos will recapture its potentials in the 1970s and 1980s and create conducive atmosphere for intellectuals to discharge their responsibilities. Intellectuals within the community will need to be responsible and resist the temptations and vices of crass opportunism and careerism that are eroding

⁴ Darin David Barney. The Role of *Intellectuals* in Contemporary Society, *transforms: Insurgent Voices in Education*, 1(1): 89 - 105

⁵ Edward Said. 2000. "On Defiance and Taking Positions", in *Reflections on Exile and Other Essays*. Pp. 502-503. Cambridge Massachusetts: Harvard University Press

the responsibility of academics as searchlight for and conscience of nations and drivers of national solidarity, security and development.